

Creating an English Speaking Environment in Islamic Higher Education: A Library Research on Speaking Skill Development in Ma'had Based Learning

Abdul Muhit

Universitas PTIQ Jakarta

abdulmuhit@ptiq.ac.id

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Abstract

Speaking is still one of the hardest parts of learning English for adults, especially in EFL situations where there are sometimes little opportunities for real world communication. Language policies like English Day, which are implemented within Ma'had (student dorms) in Islamic higher education institutions, offer an alternate setting that motivates students to learn English outside of the classroom. This study uses a library research approach to investigate the implementation of English Day in the context of Ma'had based learning and to analyze the theoretical impact of an English speaking environment to speaking skill development. By examining books, peer reviewed journal articles, conference proceedings, theses, and other academic publications about speaking instruction, language immersion, communicative language teaching, second language acquisition, and English speaking environments, the study used qualitative library research. The results show that learners' speaking fluency, confidence, vocabulary acquisition, and communicative competence are greatly enhanced by regular language exposure, meaningful interaction, cooperative communication, and supportive learning communities. According to the literature, English Day serves as an informal method of language immersion that enhances formal English training by offering real world chances for everyday contact. Ma'had establishes a distinctive educational ecology in Islamic higher education that combines character education, intellectual instruction, and ongoing language practice. According to the study's findings, English speaking settings created by organized English Day programs are a useful supplementary strategy for improving adult EFL learners' speaking abilities. Additionally, the study offers a conceptual framework that might be used as a guide when developing English language policies in Islamic universities.

Keywords: speaking skill; English Day; English speaking environment; Ma'had; adult EFL learners; library research.

(*) Corresponding Author: abdulmuhit@ptiq.ac.id

INTRODUCTION

One of the most important skills in the twenty first century is being able to communicate effectively in English. English serves as a worldwide lingua franca that promotes communication across cultural, professional, and educational sectors in the context of globalization, technological advancement, and international academic collaboration. As a result, the development of communicative competence with speaking ability playing a key role has replaced the limited emphasis on grammatical mastery in English language instruction. Speaking, one of the four fundamental language abilities, allows students to communicate authentically, negotiate meaning, convey ideas, and take part in discussions. For adult learners in English as a Foreign Language (EFL) contexts, speaking proficiency is often considered a primary indicator of successful language learning because it reflects the practical ability to use English in real life situations rather than merely understanding linguistic structures (Brown & Lee, 2015; Richards, 2008).

Speaking is still one of the most difficult abilities for EFL students, despite its significance. Speaking, as opposed to listening or reading, necessitates that students manage pronunciation, grammar, vocabulary, fluency, and interactional competence while processing language in real time. Communication anxiety, a fear of making grammatical errors, a little vocabulary, low self esteem, and a lack of exposure to real world English communication are common among adult learners. Because there are few opportunities to practice English outside of the classroom, these difficulties are especially noticeable in nations where English is taught as a foreign language. As a result, many students perform satisfactorily academically in reading comprehension and grammar, but they still have difficulty speaking confidently and fluently (Nation & Newton, 2009; Thornbury, 2005).

Language teachers have been prompted by the shortcomings of classroom based education to acknowledge that formal teaching sessions are not the only way to achieve successful speaking growth. Language learning is a social and interactive process that enhances communicative skill through meaningful engagement and frequent exposure to real world language use, according to contemporary theories of second language acquisition. While Swain's Output Hypothesis contends that learners gain more linguistic accuracy and fluency when they are encouraged to actively produce language, Krashen's Input Hypothesis emphasizes the significance of understandable input. In a similar vein, Long's Interaction Hypothesis describes how interaction helps learners acquire language by allowing them to negotiate meaning and get quick feedback while speaking. All of these theoretical stances point to the importance of an English speaking environment in enhancing students' speaking abilities outside of the classroom (Krashen, 1982; Long, 1996; Swain, 1985).

The creation of an English speaking environment through organized language immersion activities is one teaching method that has drawn more attention. Educational institutions are progressively encouraging the use of English in everyday academic and social activities rather than depending solely on teacher centered instruction. Through initiatives like English Day, English Zone, English Camp, and language immersion communities, kids are encouraged to interact with classmates in a natural way, which increases language exposure and gradually lowers communication anxiety. Because language is used in genuine rather than contrived circumstances, prior research consistently shows that ongoing opportunities for authentic communication have a favorable impact on learners' fluency, confidence, vocabulary development, and communicative competence.

The use of language immersion programs has distinctive features within the framework of Indonesian Islamic higher education. Through Ma'had, or university dormitories, where students engage in organized religious, intellectual, and character building activities, many Islamic universities combine academic study with residential education. As part of an integrated educational system that integrates Qur'anic instruction, Islamic principles, and personal development, first year students at a number of universities, including Universitas PTIQ Jakarta, must live in the Ma'had throughout the week. Establishing language regulations that motivate students to use English in their daily interactions outside of formal classroom settings is made possible by this residential setting.

The English Day program is one of the language policies put in place in the Ma'had setting. During this program, pupils are either required or encouraged to interact in English on specific days each week. Even though these programs are frequently used in pesantrens, university dorms, and Islamic boarding schools, more conceptual research is necessary to fully understand their instructional value. English Day is more than just an institutional rule; it can also serve as an unofficial method of language immersion that boosts exposure to real language, promotes impromptu communication, boosts students' self esteem, and improves speaking fluency through prolonged social interaction. Gaining an understanding

of this phenomenon from the standpoint of language learning theories offers important insights into how institutional language policies assist adult EFL learners' speaking growth. Speaking instruction, communicative language teaching, language immersion, and English speaking environments in diverse educational contexts have all been thoroughly covered in prior research. To demonstrate how Ma'had based English speaking environments can potentially aid in the development of speaking skills in Islamic higher education, comparatively few research have combined these viewpoints. While conceptualizing the integration of residential language policies, social interaction, and second language acquisition theories within the distinctive educational ecosystem of Islamic universities has received little attention, existing research frequently focuses on classroom pedagogy, instructional techniques, or empirical evaluations of language programs. This gap indicates the need for a comprehensive literature based analysis that connects these perspectives into a coherent conceptual framework.

Therefore, the purpose of this study is to investigate the application of English Day in Ma'had based learning within the framework of Islamic higher education and to analyze the contribution of English speaking environments to speaking skill development through the perspective of contemporary language learning theories. This article examines pertinent books, peer reviewed journal articles, theses, dissertations, and other academic publications about speaking instruction, second language acquisition, communicative language teaching, language immersion, and English speaking environments using a qualitative library research methodology. By offering a conceptual understanding of Ma'had based English speaking environments as an alternate approach to improving speaking abilities among adult EFL learners in Islamic higher education, the findings are anticipated to provide a theoretical contribution.

METHODS

In the framework of Ma'had based learning in Islamic higher education, this study used a qualitative library research approach to investigate the theoretical contribution of English speaking environments to the development of speaking skills among adult EFL learners. Because the goal of the study was to synthesize existing scholarly knowledge and develop a conceptual understanding of the relationship between English speaking environments and speaking skill development rather than to investigate participants' experiences through direct field data, library research was chosen (Zed, 2008; Snyder, 2019). This method is suitable for research that seeks to produce thorough scholarly insights by critically analyzing ideas, empirical findings, and instructional strategies documented in earlier literature (Bowen, 2009; Creswell & Poth, 2018).

Scholarly articles on English language instruction, speaking instruction, second language acquisition, communicative language teaching, language immersion, English speaking contexts, and Islamic higher education made up the main sources of data. Academic books, peer reviewed journal articles indexed in Scopus and nationally certified journals (SINTA), conference proceedings, master's theses, doctoral dissertations, and official institutional publications pertinent to the research issue were all included in the examined literature. In order to guarantee that the discussion represented contemporary advancements in English language instruction, recent articles published between 2015 and 2025 were given priority. However, seminal works were also included due to their important theoretical contributions (Snyder, 2019; Booth et al., 2016).

The selection of books was done in accordance with predetermined inclusion criteria. Speaking skill development, English speaking surroundings, language immersion, communicative language instruction, second language acquisition, or closely similar subjects were the first requirements for publications. Second, theoretical discussions,

empirical results, or conceptual analyses pertinent to adult EFL learners have to be presented in the papers. Third, publications with significant academic credibility such as internationally renowned books and essays published in respectable peer reviewed journals were given preference. Studies that were not directly related to the goals of the current study or that had adequate methodological clarification were not included in the analysis (Snyder, 2019; Creswell & Poth, 2018).

Qualitative content analysis was used to examine the gathered literature. In order to uncover important ideas, theoretical stances, and significant discoveries regarding the development of speaking skills, the study started with a thorough reading of each chosen source. Communicative competency, language exposure, authentic engagement, language immersion, English Day, social learning, learner motivation, and speaking confidence are some of the more general theme categories into which similar ideas were later grouped. In order to find recurrent patterns, theoretical connections, and conceptual links between various studies, these themes were then compared and synthesized (Elo & Kyngäs, 2008; Mayring, 2014; Miles et al., 2014).

By contrasting arguments made in books, peer reviewed journal articles, conference proceedings, and graduate studies, the study used source triangulation to increase the reliability of the results (Denzin, 1978; Patton, 1999). Krashen's Input Hypothesis, Swain's Output Hypothesis, Long's Interaction Hypothesis, Communicative Language Teaching, Social Constructivism, and language immersion theory were among the complementary frameworks that were integrated into the analysis instead of depending on a single theoretical perspective (Krashen, 1982; Swain, 1985; Long, 1996; Vygotsky, 1978; Richards & Rodgers, 2014). A more thorough description of how English speaking environments support the development of speaking skills in adult EFL contexts was made possible by the merging of different viewpoints.

In order to explain the function of English Day as an informal language immersion method in the Ma'had environment, the final stage of study involved synthesizing the evaluated literature into a conceptual framework. The synthesis concentrated on determining the pedagogical mechanisms that support speaking fluency, communicative confidence, and general speaking competence through peer interaction, authentic communication, structured language exposure, and supportive learning communities (Johnson, 2009; Nation, 2013). The study's main theoretical contribution is the resulting framework, which has ramifications for English language policy and teaching methods in Islamic universities.

RESULTS & DISCUSSION

For those learning English as a foreign language (EFL), speaking is often acknowledged as one of the most difficult language skills. Speaking, in contrast to receptive abilities like reading and listening, necessitates that students develop language on their own while simultaneously controlling word choice, grammatical accuracy, pronunciation, fluency, and interactional competence. As a result, effective oral communication requires the integration of several almost simultaneous linguistic and cognitive processes. Speaking, according to Brown and Lee (2015), reflects learners' communicative competence since it shows that they can use language meaningfully in real world social situations rather than only having declarative grammatical knowledge. Speaking ability has therefore emerged as one of the key markers of successful language learning in higher education.

Developing speaking proficiency poses unique difficulties for adult EFL learners that are different from those faced by younger learners. Adult learners typically have richer life experiences, stronger learning autonomy, and higher levels of cognitive maturity, all of which can help with language acquisition. They do, however, also frequently have

greater levels of perfectionism, communication anxiety, fear of being judged negatively, and a decreased readiness to take linguistic chances. Despite having sufficient grammatical knowledge and receptive language abilities, these psychological issues sometimes prevent students from fully participating in class discussions. According to MacIntyre et al. (1998), learners who willingly engage in communication have much more possibilities to develop communicative competence, making willingness to communicate one of the strongest predictors of second language speaking performance.

The disparity between language use and knowledge is another significant problem. Many EFL students pass grammar focused classes and have good test scores, but they still struggle with oral communication. This issue arises because linguistic precision is frequently prioritized over communicative performance in traditional language instruction. According to Richards (2008), communicative competence encompasses discourse competence, sociolinguistic competence, strategic competence, and the capacity to negotiate meaning during contact in addition to grammatical knowledge. As a result, teaching strategies that emphasize meaningful communication over isolated language exercises are necessary to improve speaking abilities.

Modern theories of second language learning have constantly highlighted the significance of exposure to authentic language. According to Krashen (1982), learners pick up language when they are exposed to understandable input that is just a little bit above their current proficiency level. Although understandable input is essential, further theoretical advancements have shown that speaking skill cannot be developed solely through input. According to Swain (1985), speaking helps students identify language gaps, formulate ideas precisely, and get constructive criticism, all of which help them improve their language proficiency. In a similar vein, Long (1996) emphasizes the value of meaningful interaction, meaning negotiation, and conversational feedback in promoting language learning. When taken as a whole, these ideas indicate that speaking is best developed when students have ongoing opportunity to engage in supportive communicative settings.

From a sociocultural standpoint, learning a language is essentially a social endeavor. According to Vygotsky's social constructivism, knowledge is created by interactions with more experienced peers, educators, and community members. Through meaningful social involvement, speaking activities like group discussions, peer chats, problem solving exercises, and casual communication help learners absorb language skills. This viewpoint is especially pertinent in higher education environments because students engage with peers for extended periods of time outside of scheduled class times. As a result, learning settings that promote regular English communication offer beneficial chances for extended speaking practice outside of the classroom.

Additionally, recent research shows that affective elements have a major impact on the speaking growth of adult learners. Among the most commonly mentioned obstacles to oral proficiency include speaking anxiety, low self esteem, fear of making mistakes, a small vocabulary, and insufficient exposure to real world communication. On the other hand, speaking confidence and fluency are significantly enhanced in supportive learning contexts that are marked by good peer contact, low anxiety communication, collaborative learning, and regular opportunities for authentic language use. Additionally, Dörnyei (2005) highlights the strong correlation between learner motivation and positive self perception and persistent participation in communicative activities, indicating that psychological support is just as crucial to the development of oral proficiency as language instruction.

Together, these theoretical stances show that explicit grammar education and classroom instruction are insufficient to improve speaking skills. Rather, ongoing exposure to the language, genuine contact, cooperative communication, encouraging social settings,

and significant chances for language output are all necessary for effective speaking training. These circumstances are frequently observed in educational settings where institutional language rules are used to purposefully create English speaking surroundings. In order to describe the pedagogical benefits of English Day programs used in Ma'had based learning, it is crucial to comprehend how these environments function. The idea of English speaking settings as a type of language immersion that fosters the communicative growth of adult EFL learners is covered in the section that follows.

3.2 English Speaking Environment as Language Immersion

In English as a Foreign Language (EFL) settings, when students have few opportunities to communicate in English outside of official classroom instruction, the idea of an English speaking environment has emerged as one of the most popular issues in English language education. An English speaking environment is a learning ecosystem where English is purposefully the main language used for everyday, social, and academic interactions. Such a setting fosters ongoing language exposure that motivates students to practice English organically through real world contact rather than serving only as a classroom tactic. As a result, learning a language is no longer limited to set class times but rather becomes a continuous communication process.

A solid theoretical basis for comprehending the efficacy of English speaking environments is provided by language immersion theory. Instead than relying solely on explicit grammar instruction, language immersion promotes meaningful communication through extended exposure to the target language in real world circumstances. According to Johnson and Swain (1997), immersion programs help students acquire a second language by allowing them to utilize the language as a communication tool rather than as a subject of study. This viewpoint is in line with communicative language instruction, which highlights language usage, interaction, and meaning negotiation as crucial elements of effective language acquisition (Richards & Rodgers, 2014). Therefore, while actively engaging in meaningful communicative situations, immersion oriented contexts encourage learners to acquire language subconsciously.

Major theories of second language learning can also account for the efficiency of English speaking contexts. According to Krashen's Input Hypothesis (1982), in order to support acquisition, learners must be continuously exposed to understandable linguistic input. However, developing productive abilities requires more than just language exposure. According to Swain's Output Hypothesis (1985), speaking allows students to identify language gaps, rearrange their information, and get constructive criticism, all of which help them improve their language proficiency. In a similar vein, Long's Interaction Hypothesis (1996) describes how language evolves through interaction, meaning negotiation, and conversational modifications that happen organically throughout communication. When taken as a whole, these ideas suggest that an English speaking environment creates the best conditions for speaking development by concurrently offering understandable input, significant output, and interactive feedback.

The significance of language immersion situations is further supported by sociocultural viewpoints, which go beyond linguistic theories. Learning is essentially a socially mediated process in which knowledge is created by interaction with others, according to Vygotsky's Social Constructivism (1978). Learners can obtain linguistic scaffolding from more proficient peers while progressively gaining independent communicative competency through everyday conversations, collaborative learning, peer discussions, and informal communication. In this way, an English speaking setting serves as both a community of practice and a source of language exposure, where students build their social identities, communication skills, and self assurance.

Adult EFL learners' speaking performance and language immersion contexts are positively correlated, according to recent empirical research. Regular exposure to English

communication improves speaking fluency, pronunciation, vocabulary development, interactional competence, and communication confidence, according to studies done in universities, boarding schools, and residential language programs. Additionally, when students eventually come to view communication as a natural social activity rather than a formal classroom examination, repeated opportunities to utilize English in real world contexts lessen speaking fear. These results imply that the frequency and quality of language exposure are just as crucial for fostering oral competency as formal teaching strategies.

The creation of English speaking surroundings in Islamic higher education offers special learning opportunities. Within a single educational ecosystem, residential learning programs like Ma'had integrate academic pursuits, character education, religious principles, and communal life. These settings inherently encourage ongoing communication between students outside of the classroom, which makes them ideal for putting formal language immersion programs into place. The learning process extends into students' daily experiences when institutional language rules promote English communication during specified times, turning routine social encounters into worthwhile speaking practice chances.

According to this study, the English speaking environment should be viewed as more than just an institutional policy mandating that students speak English on certain days. Instead, it is an instructional approach that incorporates language exposure, real world communication, group learning, and ongoing speaking practice into students' everyday routines. Because they bridge the gap between formal instruction and real world language use, this conception views English speaking contexts as a crucial part of adult language learning. As a result, comprehending how structured language policies function in residential educational environments serves as the basis for analyzing English Day as a methodical but informal speaking learning approach, which is covered in the part that follows.

By incorporating academic, social, and personal growth into students' everyday life, residential learning has long been acknowledged as an educational strategy that goes beyond traditional classroom training. The Ma'had is a unique residential learning environment in Islamic higher education where students live together and engage in academic, religious, and character building activities. The Ma'had serves as an educational community where learning continues via everyday interaction, shared tasks, cooperative activities, and ongoing communication among students, in contrast to traditional dorms that primarily provide housing. Because opportunities to practice communication naturally arise throughout daily life rather than being restricted to regular classroom sessions, these traits generate optimal conditions for language learning.

Regular social interaction is one of the most important elements in the development of communicative competence when it comes to learning a second language. According to Long's (1996) Interaction Hypothesis, learners acquire language more successfully when they participate in meaningful communication, which calls for them to negotiate meaning, clear up misconceptions, and alter their linguistic output. Students in residential learning communities frequently come into circumstances that call for impromptu communication, such as conversations during meals, group discussions, academic collaboration, religious activities, organizational meetings, and casual social engagement. These frequent communication opportunities offer real world settings where students can continuously practice and improve their speaking skills.

Vygotsky's sociocultural theory, which sees education as a socially mediated process, can also be used to explain the educational value of the Ma'had. This viewpoint holds that interactions with mentors, classmates, and more seasoned members of the learning community facilitate language development. Learners can see language models,

mimic communication techniques, get instant feedback, and progressively integrate new language patterns through daily communication. As a result, the Ma'had transforms from a residential facility into a cooperative learning community where knowledge is co constructed via ongoing engagement in real world social activities.

The idea of a community of practice is another crucial idea that supports the Ma'had's pedagogical importance. According to Wenger (1998), learning occurs when people actively participate in groups where they have similar routines, objectives, and social norms. In a residential setting, students join a learning community that constantly uses interaction to negotiate meaning. Language acquisition transforms from a solitary academic endeavor into a shared social experience when English is integrated into the community's everyday communication patterns. Through frequent engagement in real world communicative tasks, students not only acquire vocabulary and grammatical structures but also gain confidence, communication skills, and pragmatic competence.

Additional psychological benefits that promote speaking growth are provided by the residential setting for adult learners. Adult learners sometimes suffer from communication anxiety due to their fear of making mistakes or receiving unfavorable feedback from others. However, these affective barriers are eventually lowered via consistent engagement with familiar peers in a supportive residential community. Frequent exposure to similar communication partners promotes experimenting with new linguistic expressions, builds mutual trust, and normalizes errors as a necessary part of learning. As a result, students are more inclined to converse in English without worrying too much about linguistic accuracy, which fosters increased speaking confidence and fluency.

Increased language exposure is also facilitated by the blending of residential life and academic routines. The Ma'had offers opportunity for language practice all day long, in contrast to classroom learning, which is constrained by set teaching hours. Before classes, at meals, during religious events, in student organizations, during group projects, or through casual peer interaction, conversations can take place. Learners' exposure to relevant language input and productive speaking opportunities is significantly increased by the cumulative influence of these communicative interactions. One of the fundamental tenets of language immersion that successful language acquisition is aided by consistent interaction with the target language in a variety of communicative contexts is shown in this continuity.

The Ma'had's educational philosophy is in line with modern methods of teaching communicative languages from an institutional standpoint. By incorporating language practice into students' regular activities, residential education turns everyday encounters into relevant learning opportunities rather than isolating language acquisition from daily living. An ecosystem that promotes students to use English as a practical communication tool rather than just as an academic topic is created by institutional language policies, peer support, shared duties, and collaborative routines. The connection between formal language education and real world language usage is strengthened by this integration, which has been repeatedly shown to be essential for the development of communicative competence.

This article makes the case that the Ma'had's educational value goes beyond accommodation and religious advice based on the synthesis of earlier theories and empirical research. It functions as an educational setting that supports ongoing exposure to the language, real world communication, group learning, and consistent speaking practice in a welcoming academic setting. These features establish the Ma'had as a type of residential language immersion that can aid in the speaking development of adult EFL learners. Building on this conceptual understanding, the next section looks at how English Day's implementation operationalizes these pedagogical ideas into an organized but unstructured approach to enhancing speaking abilities in Islamic higher education.

The English Day program is one of the most useful strategies for expanding students' chances for real world communication among the many language immersion techniques used in educational institutions. In general, English Day refers to an institutional language policy that either mandates or encourages academic community members to speak in English on specific days within a given time frame. Increasing learners' exposure to meaningful English communication outside of traditional classroom instruction is the core goal, even though implementation durations vary throughout institutions. According to recent research in EFL situations, regular speaking routines can enhance learners' participation in daily interactions, oral fluency, and readiness to communicate (Derakhshan et al., 2022; Li, 2023). Rather than emphasizing grammatical accuracy or examination performance, English Day prioritizes the development of communicative confidence through repeated language use in naturally occurring social interactions.

According to Communicative Language Teaching (CLT), learners acquire language most successfully when they utilize it for purposeful communication. According to Richards and Rodgers (2014), learners must be able to negotiate meaning, communicate information, solve problems, and engage in real world conversations in addition to possessing linguistic knowledge. By reorienting the learning focus from teacher directed teaching to learner centered communication, English Day promotes these ideals. In order to greet friends, ask questions, voice opinions, seek for help, and take part in regular conversations, students are encouraged to utilize English. When communication is integrated into meaningful social activities, task oriented speaking routines can also boost students' confidence and interactional competence, according to recent classroom based research (Sato & Loewen, 2022). As a result, English is not just an academic topic but also a useful tool for communication.

Swain's Output Hypothesis provides an additional explanation for English Day's pedagogical efficacy. According to Swain (1985), speaking aloud helps students identify areas in which they lack language proficiency while also motivating them to create more precise and significant expressions. Despite having a small vocabulary or inadequate grammatical understanding, students are frequently asked to translate concepts into spoken language during English Day activities. Through consistent practice, these communication demands enhance language awareness, stimulate cognitive processing, and progressively improve oral fluency. According to recent research on oral production in EFL contexts, recurrent speaking chances aid students in identifying interlanguage gaps and improving their output (Derakhshan et al., 2022). Mistakes become valuable learning opportunities because they encourage learners to refine their communicative competence rather than discouraging participation.

Additionally, English Day fosters an environment that is conducive to Long's Interaction Hypothesis. When communication problems occur, genuine talks invariably include questions for clarification, confirmation checks, repetition, paraphrase, and meaning negotiation. These interactional modifications offer instantaneous feedback that promotes language learning while preserving meaningful conversation. Spontaneous talks during English Day, in contrast to structured classroom dialogues, force students to react organically to unforeseen communication circumstances, enhancing their interactional competence and conversational flexibility. Negotiation of meaning promotes comprehension, uptake, and language development in oral communication, according to recent interaction focused research (Sato & Loewen, 2022).

The ability of English Day to lower learners' affective barriers is also essential to its effectiveness. According to Krashen's Affective Filter Hypothesis, learners who have high motivation, low anxiety, and positive emotional involvement are better able to acquire a language. Learners' concern of making mistakes or receiving a poor grade is lessened when they have regular opportunities to communicate in a supportive community, which

eventually normalizes the use of English in everyday interactions. Supportive peer contexts and low stakes speaking exercises also lessen anxiety and boost communication willingness, according to recent research on foreign language anxiety (Derakhshan et al., 2022; Li, 2023). Learners gain more self assurance and are more inclined to engage in spoken communication as it becomes a natural part of everyday social interactions rather than a formal evaluation. For adult EFL learners to continue developing their speaking skills, this psychological shift is a necessary precondition.

Establishing consistent linguistic habits is another important benefit of English Day. According to educational psychology, repetitive actions carried out in consistent environments eventually become automatic routines. Students start to identify English communication with particular social circumstances when they use the language frequently on designated days each week. Over time, this consistent practice fosters improved pronunciation, increased communication spontaneity, higher fluency, and automatic vocabulary retrieval. Sustained exposure and recurrent use are crucial for the development of automaticity in speaking performance, according to recent considerations of language learning ecology (Godwin Jones, 2021; Kohnke et al., 2023). Therefore, the regularity with which students engage in meaningful communicative activities throughout the program determines the effectiveness of English Day rather than just the number of implementation days.

English Day has features that differentiate it apart from comparable activities carried out in traditional educational settings within the framework of Ma'had based learning. Opportunities for communication extend beyond academic activities into almost every facet of everyday life because students live together in the same residential setting. Meals, organizational meetings, group study sessions, religious talks, leisure activities, and informal peer chats can all involve the use of English. Because of this continuity, English Day is transformed from a planned language exercise into an immersive communicative experience that combines language acquisition with students' regular social interactions. Although they take place in an organized learning context, these circumstances are quite similar to the concepts of natural language immersion. Continuous peer engagement outside of class greatly increases speaking opportunities and boosts communicative confidence, according to recent studies on residential and community based language acquisition (Moorhouse, 2020; Godwin Jones, 2021).

This essay makes the case that English Day should be seen as a pedagogical approach rather than just an administrative rule based on a synthesis of language acquisition theories and current empirical research. Its educational value is found in establishing a long lasting communicative ecology in which meaningful output, intelligible input, genuine engagement, peer cooperation, and ongoing language exposure all take place at the same time. By bridging the gap between formal classroom instruction and real world conversation, English Day helps adult EFL learners become proficient speakers in socially relevant and authentic circumstances. As a result, English Day is a useful type of non formal speaking training that enhances the overall language immersion environment in Ma'had based higher education and supports classroom based learning.

While creating an English speaking environment has many educational advantages, there are a number of linguistic, psychological, institutional, and societal obstacles to overcome when implementing it in Ma'had based learning. The efficiency of language immersion programs depends on learners' readiness to consistently engage in authentic conversation as well as institutional regulations, according to recent studies published within the last five years. Therefore, creating sustainable language policies in Islamic higher education requires an appreciation of both the opportunities and the difficulties connected with English speaking contexts.

Learners' inadequate language proficiency in the early phases of participation is one of the most commonly mentioned issues. According to recent studies on adult EFL learners, many students fail when asked to speak in English on their own even when they have sufficient receptive information from years of formal English training. Poor pronunciation, a limited vocabulary, and uncertainty about grammatical structures frequently hinder communication and undermine learners' confidence. Because of this, when communicative needs surpass their existing linguistic resources, pupils may return to their native tongue. These results imply that rather than only enforcing language rules, successful language immersion necessitates ongoing educational support.

Speaking development is also significantly hampered by psychological variables. worry of making mistakes, worry of receiving a poor grade, and low self confidence are all recurring barriers to oral participation, according to recent studies on speaking anxiety in tertiary EFL environments. These affective hurdles may initially deter students from utilizing English regularly in residential learning contexts. However, as students grow more comfortable speaking in English, these psychological barriers progressively disappear when the learning community encourages cooperation, mutual support, and error tolerance. This suggests that in maintaining speaking growth, affective support is just as crucial as linguistic input.

Maintaining uniformity in institutional language policies is another significant difficulty. According to recent studies, English Day programs and the implementation of language policies in university dorms and pesantrens frequently start off with a lot of excitement but eventually lose their efficacy when oversight becomes uneven. Learners' motivation to continue communicating in English outside of official activities may be diminished by irregular monitoring, little language mentorship, a lack of peer support, and inadequate follow up procedures. Therefore, institutional commitment, encouraging leadership, and ongoing reinforcement through both formal and informal educational methods are necessary for sustainable language immersion. In order for students to view English communication as a chance for personal development rather than an institutional requirement, language policies should serve as instructive guidelines rather than punishing regulations.

The adoption of English speaking environments is also influenced by the sociocultural diversity of students in Islamic higher education. Students frequently come from a variety of educational backgrounds, including Islamic boarding schools, regular secondary schools, vocational institutions, and numerous regional language communities, according to recent research conducted in university based Ma'had contexts. As a result, they have very different levels of English competence. Linguistic diversity can improve group learning, but it can also lead to communication problems when participating in immersion activities. Therefore, customized language support, peer mentoring, and collaborative learning groups become crucial tactics for guaranteeing that all students, regardless of their starting proficiency level, may engage meaningfully.

Ma'had based learning offers significant potential that are uncommon in traditional higher education settings, notwithstanding these obstacles. According to recent research on residential language programs, the dorm structure makes it possible for students to engage with one another all day long, thus expanding their exposure to real language. Residential learning enables the integration of English into academic debates, organizational activities, religious programs, recreational events, and ordinary interpersonal communication, in contrast to classroom education where communication is frequently restricted by time limits. One of the main tenets of learning a second language is supported by this continuity: language is developed via repeated, purposeful use in a variety of communicative contexts. Collaborative language acquisition is further facilitated by the Ma'had's community culture. Daily engagement fosters peer feedback, cooperative problem solving, shared vocabulary

development, and reciprocal support among students, according to recent research on peer assisted speaking activities and sociocultural approaches to language learning. The sociocultural learning hypothesis, which emphasizes that social participation and connection with more capable peers improve language acquisition, is in line with these types of collaborative engagement. As a result, the residential learning community serves as an unofficial support system that enhances students' communication confidence and supplements conventional classroom instruction.

Opportunities to improve English speaking environments in Ma'had based education are further expanded by technological advancements. According to recent research published between 2022 and 2024, there are more opportunities for speaking practice outside of in person interactions thanks to digital communication platforms, mobile language learning apps, artificial intelligence powered conversation tools, online discussion forums, and multimedia resources. By providing quick feedback, real world listening input, pronunciation assistance, and flexible chances for autonomous speaking practice, these technologies enhance language immersion rather than taking the place of human communication. For adult EFL learners, integrating digital resources with residential language policy may result in a more extensive and long lasting language learning ecosystem.

Overall, the synthesis of current research indicates that attaining a suitable balance between institutional support, learner motivation, cooperative community involvement, and ongoing communicative practice is critical to the success of Ma'had based English speaking environments. Although it is impossible to completely eradicate linguistic restrictions, psychological obstacles, and implementation difficulties, supportive educational strategies that prioritize encouragement over punishment might lessen their effects. More significantly, the Ma'had's special qualities as a residential learning community offer outstanding chances for incorporating real communication into students' everyday life. These results suggest that Ma'had based learning is a promising setting for creating an integrated conceptual model of English speaking environments, which is the main theoretical contribution of this work and is suggested in the part that follows.

3.6 A Proposed Conceptual Framework of the Ma'had Based English Speaking Environment (MBESE)

Speaking development cannot be attributable to a single teaching strategy, according to the integration of modern theories of second language acquisition, communicative language teaching, language immersion, and sociocultural learning. Instead, a variety of pedagogical, psychological, social, and environmental elements interact dynamically to affect learners' communication experiences, leading to the emergence of speaking ability. This study suggests the Ma'had Based English Speaking Environment (MBESE) Framework as a conceptual model for comprehending how residential learning environments can methodically support the development of speaking skills among adult English as a Foreign Language (EFL) learners in Islamic higher education, based on the analysis provided in the preceding sections.

According to the suggested framework, the Ma'had is the focal point of the learning ecosystem, where learner engagement, social interaction, language exposure, institutional regulations, and communicative practice all function concurrently. The MBESE Framework views speaking development as an ongoing process that is integrated into students' regular academic and social life, in contrast to typical classroom centered systems that limit language learning to set instructional hours. Language practice becomes an essential element of everyday routines through residential learning, enabling students to engage in real world conversation in a variety of scenarios.

The institutional learning environment is the first part of the framework. Residential learning policies, the adoption of English Day, language supportive laws,

mentorship programs, peer cooperation, and institutional dedication to communicative language use are all included in this dimension. Supportive institutional environments boost opportunities for real world language exposure and create regular communication routines that motivate students to use English outside of formal classroom settings, according to prior research. According to the suggested structure, institutional support serves as the prerequisite for long term language immersion.

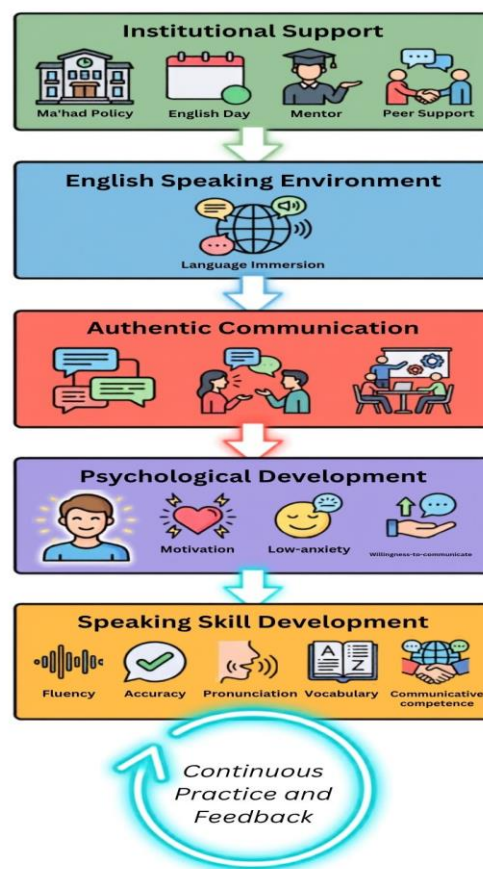
The language immersion process, which serves as the pedagogical method by which students are continuously exposed to English, makes up the second component. The theory, which is based on Krashen's information Hypothesis, Swain's Output Hypothesis, and Long's Interaction Hypothesis, postulates that learners acquire speaking competence when they actively produce language, negotiate meaning during real world interaction, and receive understandable information. Throughout learners' everyday interactions in the residential community, these three processes support each other rather than happening separately. As a result, language learning is seen as a socially located and dynamic process. Social and psychological mediation is the third element. The paradigm acknowledges that speaking growth greatly depends on cooperative contact among members of the learning community, which is consistent with Vygotsky's sociocultural theory and Wenger's concept of communities of practice. Speaking fear is decreased and learners' willingness to communicate is increased through peer support, collaborative learning, shared communication goals, mutual encouragement, and constructive criticism. Concurrently, the efficacy of language immersion is mediated by affective characteristics like drive, self assurance, and positive linguistic identity. These psychological circumstances allow students to engage more fully in real world conversation and progressively improve their communication skills.

The fourth element is communicative engagement, which refers to the discernible linguistic behaviors that students participate in during their time in a residential setting. Daily chats, cooperative academic debates, organizational gatherings, peer mentoring, casual connection, problem solving exercises, and impromptu communication during everyday social interactions are some examples of these behaviors. Because repeated language production promotes vocabulary retrieval, grammatical automatization, improved pronunciation, interactional competence, and communicative fluency, the framework makes the assumption that the frequency, consistency, and authenticity of these communicative activities directly affect speaking development.

Speaking learning outcomes, which reflect the cumulative impacts of consistent engagement in the English speaking context, make up the last component. Increased speaking fluency, a wider vocabulary, better pronunciation, increased communicative confidence, improved interactional competence, and a stronger desire to communicate in English are among the anticipated results based on the evaluated literature. Crucially, these results should be understood as interrelated aspects of communicative competence that gradually grow through ongoing engagement in real world language use rather than as discrete linguistic accomplishments.

These elements have reciprocal rather than linear interactions with one another. Language immersion opportunities are influenced by institutional policies; language immersion fosters communicative engagement; communicative engagement enhances learners' psychological preparedness; and enhanced communicative competence increases learners' willingness to engage in subsequent interactions. This cyclical link illustrates the dynamic character of learning a second language, where meaningful engagement and ongoing exposure progressively strengthen one another over time. Therefore, the sustainability of the entire communicative ecosystem created within the residential learning environment determines the MBESE Framework's effectiveness rather than the intensity of discrete instructional activities.

This study contends that the Ma'had's educational impact goes beyond housing university students, based on the suggested conceptual model. Rather, it operates as an integrated residential language ecosystem that integrates continuous language immersion, psychological support, collaborative learning, authentic communication, and institutional commitment into a cohesive pedagogical setting for speaking growth. Thus, the MBESE Framework provides a conceptual framework for creating language policies and speaking programs in Islamic higher education institutions, as well as a theoretical explanation of how English speaking environments may help adult EFL learners' oral proficiency. The framework is meant to direct future empirical investigations that may investigate and validate its components across various educational contexts. It is a conceptual contribution developed from library research.



CONCLUSION

This study used a qualitative library research methodology to investigate how English speaking situations help adult English as a Foreign Language (EFL) learners improve their speaking abilities. The study shows that speaking development goes beyond formal classroom instruction and is significantly impacted by the caliber of learners' communicative environment by combining current theories of second language acquisition, communicative language teaching, language immersion, sociocultural learning, and prior empirical research. Speaking fluency, communicative confidence, vocabulary development, pronunciation, and overall communicative competence are all greatly enhanced by ongoing opportunities to engage, negotiate meaning, get feedback, and engage in authentic communication.

The review also shows that because residential learning settings based on the Ma'had system combine academic learning with everyday social engagement, they offer optimal conditions for encouraging speaking growth. In these kinds of settings, formal language policies like English Day serve as teaching techniques that encourage language immersion through real world communication in addition to being institutional rules. A sustainable environment for speaking practice beyond the confines of classroom based education is created by daily student engagement, which permits the simultaneous functioning of understandable input, meaningful language output, collaborative learning, and social involvement.

The Ma'had Based English Speaking Environment (MBESE) Framework, which conceptually explains how institutional support, language immersion, collaborative interaction, psychological readiness, and ongoing communicative engagement interact to facilitate speaking skill development, is one of the study's main contributions. The paradigm conceptualizes oral competence as the cumulative result of consistent engagement in a residential English speaking context, as opposed to speaking ability as the result of discrete educational activities. By incorporating theories from sociocultural learning and second language acquisition into the particular educational setting of Islamic higher education, this conceptual model adds to the body of current literature.

The results also imply that institutional language regulations alone are insufficient for the effective implementation of English speaking workplaces. Consistent institutional commitment, encouraging peer contact, learner motivation, good language attitudes, and frequent chances for genuine communication are all necessary for sustainable speaking growth. English speaking programs should thus be seen by educational institutions using residential learning systems as essential parts of language instruction rather than as additional recreational activities. The efficacy of such programs may be further enhanced by using technology resources, peer mentorship, and group speaking exercises.

This article has various limitations because it is a conceptual study based on library research. Field based research has not yet been used to experimentally validate the suggested MBESE Framework. Future studies are therefore urged to use qualitative, quantitative, or mixed methods techniques to investigate the framework's applicability in other educational contexts. Further evidence on the connections between institutional support, language immersion, communicative engagement, and speaking achievement may come from empirical research involving university students, Islamic boarding schools, or other residential learning communities. These studies will help improve the suggested framework and increase its application in more general English language learning environments.

This study concludes that a potential pedagogical strategy for improving speaking abilities among adult EFL learners is the creation of an organized English speaking environment inside Ma'had based learning. Residential language settings can help close the gap between formal English education and real world language usage by including realistic conversation, language immersion, collaborative learning, and ongoing social contact into students' daily experiences. Future research, institutional language policy, and the creation of speaking oriented English programs in Islamic higher education may be guided by the theoretical framework provided by the proposed MBESE Framework.

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